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ABSTRACT

This is a short assessment outline for use by non-clinicians in evaluating the development of young children. It usually requires 20-30 minutes to assess one child. It may be used periodically to evaluate changes, as a year-end summary, or as a means of communicating with others who have contacts with the child. Sections of the assessment deal with: (1) development of various abilities, (2) development of emotions, (3) developmental characteristics and social relationships, (4) physical factors, (5) concerns about the child, including family and life situation, and (6) final assessment, which includes a checklist of possible explanations and recommendations for action. (DG)

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ASSESSMENT OF EARLY CHILD DEVELOPMENT

Dorothy Flapan, Ph.D.*⁽¹⁾

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ED 069358

Clinicians at the Child Development Center of the Jewish Board of Guardians
a Short Assessment Outline for use by non-clinicians in evaluating the development of a child.
This Short Assessment Outline is designed as a guide to help you formulate and
yourself what you know about each child with whom you are working. It is to be
of your experience with and knowledge about the child. As with any guide the
all you want to say about a specific child will be included. However, the use
Outline will permit the study of a child's progression or lack of progression
as pointing up specific items important in the development of a child. For you
want to re-formulate an item or add items that are not included. (We would appreciate
to us any changes you think advisable, since study of this outline is continuing.)

Based on your answers to the specific items in the guide as well as whatever
have made in the spaces provided, you are to make a final assessment of the child's
kinds of problems that you feel the child has, and to give your recommendation
these problems.

The form usually requires 20-30 minutes to fill out for each child. It is
used as a substitute for a lengthier, more intensive report, but as a gross
suggesting directions for action. This form may be filled out at various times
and then used to evaluate changes that have occurred. It may also be used as a
or as a means of communicating with others who will have contacts with the child.

Such an evaluation can also be used as a basis for conferring with the child's
for planning special classroom experiences or for consulting with clinical specialists.

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Mr. Ruediger Schroeder. Research Assistant at Child Development Center helped in
devising this version of the Assessment Outline and contributed especially in
and reliability.

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ASSESSMENT OF EARLY CHILD DEVELOPMENT

Dorothy Flapan, Ph.D.*⁽¹⁾

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Development Center of the Jewish Board of Guardians have constructed a guide by non-clinicians in evaluating the development of young children. It is designed as a guide to help you formulate and make explicit to the child with whom you are working. It is to be filled out on the basis of knowledge about the child. As with any guide there is no guarantee that a specific child will be included. However, the use of this Short Assessment of a child's progression or lack of progression in development, as well as important in the development of a child. For your own purposes you may add items that are not included. (We would appreciate your communicating this, since study of this outline is continuing)

The specific items in the guide as well as whatever comments you make, you are to make a final assessment of the child, to indicate the child has, and to give your recommendations for dealing with

20-30 minutes to fill out for each child. It is not intended to be a more intensive report, but as a gross initial assessment. This form may be filled out at various times during the year as that have occurred. It may also be used as a year-end summary with others who will have contacts with the child.

It may be used as a basis for conferring with the child's parents, or for consulting with clinical specialists.

Assistant at Child Development Center helped during 1970-1971 in developing the Assessment Outline and contributed especially in determining validity

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Directions for Sheet One

On sheet one you will find nine items that deal with the development of various abilities. You will indicate how you feel this child compares with other children the same age by placing an X inside () for each descriptive phrase. In addition, in the column made available for comments

- (a) recent changes
- (b) conditions under which the ability varies
- (c) how the ability is manifested
- (d) any other comments

Hypothetical example:

Descriptive phrase	Quality, compared to other children the same age			Recent changes, conditions under which ability varies, how the ability is manifested
	below average	average	above average	
Ability to deal with difficult, new or strange situations	(X)	()	()	Has recently become worse. Handles situations inadequately, but often withdraws or retreats when comes into the room.

This indicates that you feel this child's ability to deal with difficult situations is below average compared to other children the same age, and that this ability has recently become worse.

Directions for Sheet One

items that deal with the development of various abilities. Indicate
other children the same age by placing an X inside the parentheses
in addition, in the column made available for comments you may record:

ity varies

to other age	Recent changes, conditions under which the ability varies, how the ability is manifested, any other comments.
above average ()	Has recently become worse. Handles some new situations adequately, but often withdraws or retreats when a stranger comes into the room.

ld's ability to deal with difficult situations is below average
age, and that this ability has recently become worse.

Sheet one -

Child's name _____

Age: _____

Date: _____

Descriptive phrase	Quality of description, compared to other children the same age			Recent changes, conditions under which the ability is manifested any
Coordination of large body movement	below average ()	average ()	above average ()	
Coordination of small body movement	below average ()	average ()	above average ()	
Vocabulary	smaller than average ()	average ()	larger than average ()	
Communication skill with adults	below average ()	average ()	above average ()	
Communication skill with children	below average ()	average ()	above average ()	
Ability to handle materials	below average ()	average ()	above average ()	
Ability to deal with difficult, new or strange situations	below average ()	average ()	above average ()	
Ability to wait for things	below average ()	average ()	above average ()	
Ability to pay attention and concentrate	below average ()	average ()	above average ()	

to be written on the back of this page

Child's name: _____
 Age: _____ Sex: _____
 Date: _____

description, compared to Recent changes, conditions under which the ability varies.
 children the same age how the ability is manifested any other comments.

average ()	above average ()	
average ()	above average ()	
average ()	larger than average ()	
average ()	above average ()	
average ()	above average ()	
average ()	above average ()	
average ()	above average ()	
average ()	above average ()	
average ()	above average ()	

to be written on the back of this page

Directions for sheets two and

On sheets two and three you will find items dealing with development labeled miscellaneous. Indicate how often you feel the child should be by circling the appropriate number for each emotion or behavior.

Circling (1) indicates that you feel this child most of the time
 Circling (2) indicates that you feel this child sometimes shows the
 Circling (3) indicates that you feel this child rarely shows the

In addition, in the column made available for comments you may record
 (a) recent changes
 (b) circumstances which bring out the specific emotion and/or behavior
 (c) similarity or lack of similarity in emotions felt and emotion
 (d) ways the feelings or behaviors are expressed
 (e) any other comments

Hypothetical example:

Description of
 behavior or
 emotion

Qualities of behaviors or emotions

Description of behavior or emotion	Qualities of behaviors or emotions			
	extreme, intense	artificial, exaggerated, overdemonstrative	very con- trolled or inhibited	open, direct spontaneous
Expression of affection				
with mother	1 2 3	1 2 3	1 2 3	1 2 3
with father	1 2 3	1 2 3	1 2 3	1 2 3
with teacher	1 2 3	1 2 3	1 2 3	1 2 3
with children	1 2 3	1 2 3	1 2 3	1 2 3

This indicates that you feel this child is very controlled or inhibited with mother, father, teacher and children. Sometimes the child can spontaneously express emotions.
 This problem has continued a long time.

Directions for sheets two and three

On sheets two and three you will find items dealing with development of emotions and items that are related to emotions. Indicate how often you feel the child shows the various emotions or behaviors by circling the appropriate number for each emotion or behavior.

1 indicates that you feel this child most of the time shows the particular emotion or behavior described.
 2 indicates that you feel this child sometimes shows the particular emotion or behavior described.
 3 indicates that you feel this child rarely shows the particular emotion or behavior described.

Use the column made available for comments you may record:

Comments which bring out the specific emotion and/or behavior.
 Lack of similarity in emotions felt and emotions expressed
 Ways or behaviors are expressed
 Other comments

Example:

Recent changes, circumstances which bring out the specific emotion and/or behavior, similarity or lack of similarity in emotions felt and emotions expressed, ways the feelings or behaviors are expressed, any other comments.

Qualities of behaviors or emotions

Qualities of behaviors or emotions	Qualities of behaviors or emotions	Qualities of behaviors or emotions	Qualities of behaviors or emotions	Comments
extreme, intense	artificial, exaggerated, over demonstrative	very controlled or inhibited	open, direct, spontaneous	This has been a problem of long standing. Once in awhile he may briefly hold another child's hand.
1 2 3	1 2 3	1 2 3	1 2 3	
1 2 3	1 2 3	1 2 3	1 2 3	
1 2 3	1 2 3	1 2 3	1 2 3	
1 2 3	1 2 3	1 2 3	1 2 3	

At the time you feel this child is very controlled or inhibited in his expression of affection with teacher and children. Sometimes the child can spontaneously express affection with children. Continued a long time.

Circle (2) - indicates sometimes
 Circle (3) - indicates rarely

Date: _____

Description of
 behavior or
 emotion

Qualities of emotions

Recent changes, circumstances
 emotion and/or behavior, similar
 in emotions felt and emotions
 or behaviors are expressed, and

		artificial exaggerated overdemon- strative	controlled or inhibited	open, direct, spontaneous	
Expression of affection with mother	extreme, intense 1 2 3	1 2 3	1 2 3	1 2 3	
with father	1 2 3	1 2 3	1 2 3	1 2 3	
with teacher	1 2 3	1 2 3	1 2 3	1 2 3	
with children	1 2 3	1 2 3	1 2 3	1 2 3	
Response to expression of affection	shows strong need for it	anxious, uncomfort- able	ignores, uninter- ested	accepts easily, pleased	
with mother	1 2 3	1 2 3	1 2 3	1 2 3	
with father	1 2 3	1 2 3	1 2 3	1 2 3	
with teacher	1 2 3	1 2 3	1 2 3	1 2 3	
with children	1 2 3	1 2 3	1 2 3	1 2 3	
Expression of aggression toward	extreme, intense	artificial exaggerated overdemon- strative	very con- trolled or inhibited	open, direct, spontaneous	
mother	1 2 3	1 2 3	1 2 3	1 2 3	
father	1 2 3	1 2 3	1 2 3	1 2 3	
teacher	1 2 3	1 2 3	1 2 3	1 2 3	
children	1 2 3	1 2 3	1 2 3	1 2 3	
Response to reprimands of mother	extreme aggres- sion	anxiety withdraws	seems to ignore, not notice	tolerates, responds moderately	
of father	1 2 3	1 2 3	1 2 3	1 2 3	
of teacher	1 2 3	1 2 3	1 2 3	1 2 3	
Response to expression of aggression by children	extreme aggres- sion	anxiety, withdraws	seems to ignore, not notice	tolerates responds moderately	
Characteristic mood	angry	anxious fearful	sad, unhappy	happy	

Date: _____

Recent changes, circumstances which bring out the specific emotion and/or behavior, similarity or lack of similarity in emotions felt and emotions expressed, ways the feelings or behaviors are expressed, any other comments.

controlled inhibited 2 3 2 3 2 3 2 3	open, direct, spontaneous 1 2 3 1 2 3 1 2 3 1 2 3	
ignores uninterested 2 3 2 3 2 3 2 3	accepts easily, pleased 1 2 3 1 2 3 1 2 3 1 2 3	
very con- trolled inhibited 2 3 2 3 2 3 2 3	open, direct, spontaneous 1 2 3 1 2 3 1 2 3 1 2 3	
seems to ignore, not notice 2 3 2 3 2 3	tolerates, responds moderately 1 2 3 1 2 3 1 2 3	
seems to ignore, not notice 2 3	tolerates responds moderately 1 2 3	
happy	happy	

Sheet three -

Miscellaneous

Child's name

Age: _____

Date: _____

Circle (1) - indicates most of the time

Circle (2) - indicates sometimes

Circle (3) - indicates rarely

Description of
behavior

Qualities of behaviors

Recent changes
out the specific

	rigid, stiff, awkward 1 2 3	slow, cautious 1 2 3	uncontrolled, wild 1 2 3	free and spontaneous 1 2 3	
Body activity					
How time is spent	alone 1 2 3	with teacher 1 2 3	with one child 1 2 3	with group of children 1 2 3	
Type of play	solitary 1 2 3	Parallel and/or imitative 1 2 3	competitive, challenging 1 2 3	cooperative 1 2 3	

Additional comments may be written on the back
of this page

Miscellaneous

Child's name: _____

Age: _____ Sex: _____

Date: _____

me

behaviors

Recent changes, circumstances which bring
out the specific behavior, any other comments

uncontrolled, wild 1 2 3	free and spontaneous 1 2 3	
with one child 1 2 3	with group of children 1 2 3	
competitive, challenging 1 2 3	cooperative 1 2 3	

Additional comments may be written on the back
of this page

Directions for sheets four, five and six

The next three pages deal with developmental characteristics and social relationships.

Circling (1) indicates you feel that the child engages in the behavior most of the time strongly present in the child or the characteristic strongly describes the child

Circling (2) indicates you feel that the child engages in the behavior some of the time somewhat descriptive of the child or is sometimes present.

Circling (3) indicates you feel that the child engages in the behavior very rarely, the child very minimally.

If you cannot respond to a specific item, leave it blank. (You may later try to observe to get an answer.)

In addition, in the space made available for comments you may record:

- (a) recent changes
- (b) circumstances which bring out the behavior
- (c) ways in which the behaviors are expressed
- (d) a phrase that better describes the child
- (e) any other comments

Characteristic	Father	Mother	Teacher	Boys	Girls	Recent changes circ behavior, ways in wh expressed, a phrase child, any other com
Complains to	(1) 2 3	(1) 2 3	1 (2) 3	1 2 (3)	1 (2) 3	The child very often and his mother about He sometimes complain feels other children rarely seems to comp He complains to girls not playing fair. He recently.

Sections for sheets four, five and six

Developmental characteristics and social relationships.

If the child engages in the behavior most of the time, the characteristic is
the characteristic strongly describes the child

If the child engages in the behavior some of the time, the characteristic is
present or is sometimes present.

If the child engages in the behavior very rarely, the characteristic describes

item, leave it blank. (You may later try to observe the child or talk to him)

able for comments you may record:

the behavior
expressed
the child

Recent changes circumstances which bring out the
behavior, ways in which the behaviors are
expressed, a phrase that better describes the
child, any other comments.

Teacher			Boys			Girls		
1	2	3	1	2	3	1	2	3

The child very often complains to his father
and his mother about what other children have.
He sometimes complains to the teacher when he
feels other children have wronged him. He
rarely seems to complain to boys about anything.
He complains to girls when he feels they are
not playing fair. He has been complaining less
recently.

Sheet four

Developmental Characteristics and Social Relationships

- Circle 1 - indicates most of the time
 Circle 2 - indicates sometimes
 Circle 3 - indicates rarely

Recent changes, circumstances, behavior, ways in which a phrase that better describes comments.

Characteristic	Father	Mother	Teacher	Boys	Girls	
Well-behaved, obeys does not get into trouble when with	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
Clings to	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
Dependent on	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
Whines when with, complains to	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
Asks for help from	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
Negative, defiant	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
Stubborn toward	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
Bossy, domineering toward	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	

Additional comments may be written on the back of this

Personal Characteristics and Social Relationships

Child's name: _____
 Age: _____ Sex: _____
 Date: _____

Recent changes, circumstances which bring out the behavior, ways in which the behaviors are expressed, a phrase that better describes the child, any other comments.

Teacher	Boys	Girls	
1 2 3	1 2 3	1 2 3	
1 2 3	1 2 3	1 2 3	
1 2 3	1 2 3	1 2 3	
1 2 3	1 2 3	1 2 3	
1 2 3	1 2 3	1 2 3	
1 2 3	1 2 3	1 2 3	
1 2 3	1 2 3	1 2 3	
1 2 3	1 2 3	1 2 3	

Additional comments may be written on the back of this page

Sheet five -

Developmental Characteristics and Social Relationships

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Da

Circle 1 - indicates most of the time

Circle 2 - indicates sometimes

Circle 3 - indicates rarely

Recent changes, circle
behavior, ways in wh
a phrase that better
comments.

Characteristic	Father	Mother	Teacher	Boys	Girls	
Responsive, friendly, cooperative with	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
Competitive, bragging, challenging with	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
Assertive, forceful with	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
Soft, quiet, passive, unassertive with	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
Actively seeks attention of	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
Avoids attention of	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
Shows off to	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
Seductive, manipulating, charming, flirtatious with	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	

Developmental Characteristics and Social Relationships

Child's name: _____

Age: _____ Sex: _____

Date: _____

occurs most of the time

occurs sometimes

occurs rarely

Recent changes, circumstances which bring out the behavior, ways in which the behaviors are expressed, a phrase that better describes the child, any other comments.

Other	Teacher	Boys	Girls	
2 3	1 2 3	1 2 3	1 2 3	
2 3	1 2 3	1 2 3	1 2 3	
2 3	1 2 3	1 2 3	1 2 3	
2 3	1 2 3	1 2 3	1 2 3	
2 3	1 2 3	1 2 3	1 2 3	
2 3	1 2 3	1 2 3	1 2 3	
2 3	1 2 3	1 2 3	1 2 3	
2 3	1 2 3	1 2 3	1 2 3	
2 3	1 2 3	1 2 3	1 2 3	

Sheet six -

Developmental Characteristics and Social Relationships

Circle 1 - indicates most of the time

Circle 2 - indicates sometimes

Circle 3 - indicates rarely

Recent changes, circumstances, behavior, ways in which a phrase that better describes other comments.

Characteristic

Characteristic	1	2	3	
Gets hurt by other children	1	2	3	
Hurts other children	1	2	3	
Hurts self	1	2	3	
Is organized, orderly	1	2	3	
Is disorganized, disorderly	1	2	3	
Admires self, proud of self	1	2	3	
Criticizes self, finds fault with self	1	2	3	

Additional comments:

Environmental Characteristics and Social Relationships

Child's name: _____

Age: _____ Sex: _____

Date: _____

_____ does most of the time
 _____ does sometimes
 _____ does rarely

Recent changes, circumstances which bring out the behavior, ways in which the behaviors are expressed, a phrase that better describes the child, any other comments.

	3	
	3	
	3	
	3	
	3	
	3	
	3	
	3	

Additional comments:

Check those boxes and answer the questions that apply to this child

Date: _____

General Health:

Poor	Fair	Good	Excellent
------	------	------	-----------

Hearing:

Poor	Fair	Good
Not checked within last six months	Checked within last six months	

Eyesight:

Poor	Fair	Good
Not Checked within last six months	Checked within last six months	

Handicaps:

Yes, and interfere with functioning	Yes, but do not interfere with functioning	No
-------------------------------------	--	----

Describe Handicaps:

Does this child have any speech impediments: Yes: _____ No: _____

Describe impediment:

Does this child have any symptoms that you consider to be significant (for example nervous difficulties, toileting problems, intensive fears, etc.?) Yes: _____ No: _____

Describe the symptoms:

the questions that apply to this child.

Date: _____

Health:

Poor	Fair	Good	Excellent
------	------	------	-----------

1:

Poor	Fair	Good
Not checked within last six months	Checked within last six months	

nt:

Poor	Fair	Good
Not Checked within last six months	Checked within last six months	

aps:

Yes, and inter- fere with functioning	Yes, but do not interfere with functioning	No
---	--	----

impediments: Yes:___ No:___

ns that you consider to be significant (for example nervous habits, eating
z, intensive fears, etc.?) Yes:___ No:___

Sheet eight -

Chi
Age
Dat

Your concerns about this child:
(You may include here reference to the child's family
or life situation, as well as behaviors of the child.)

Strengths of this child:

Specific questions about this child which need future clarification:

Child's name: _____
Age: _____ Sex: _____
Date: _____

e child's family
rs of the child.)

hich need future clarification:

Sheet nine -

Child's

Age: _____

Date: _____

- A. Final Assessment: (Circle either 1, 2, 3, or 4 to indicate which best expresses your opinion. (You may not know whether to put a child into group 2 or group 3; and this is in its consideration.)
1. This child is able to progress developmentally.
He is within the expected range for his age and sex in the areas considered in general would be considered age adequate. No special help or attention is required.
 2. This child is progressing developmentally but has problems in some areas.
He is within the expected range for his age but at the same time is experiencing problems. (Certain symptoms occur in response to the environment and are as other symptoms; therefore any symptom is to be looked at within the total picture.)
 3. This child is not progressing as would be expected.
There are problems that interfere with development in significant areas (Such as being unable to relate to anyone except his mother, being unable to handle his aggression, showing hyperactivity and much impulsiveness, having serious learning inhibiting all expressions of feelings.)
 4. This child had problems that had interfered with his developmental progression but is improving.
This takes into consideration the fact that there may be a recent change in the direction of overcoming a symptom or coping with problems. It includes even if progression is slow, provided they have recently started to show some progress. If development interfered with for a period. The child might be recovering from traumatization such as the beginning of nursery school, the illness of a parent or a sibling. Because of the trauma, there may have been some inhibition or regression. Development began moving forward again.

Child's name: _____
Age: _____ Sex: _____
Date: _____

either 1, 2, 3, or 4 to indicate which best expresses your opinion.
to put a child into group 2 or group 3; and this in itself is an important

ress developmentally.
cted range for his age and sex in the areas considered His functioning
onsidered age adequate. No special help or attention is necessary.

developmentally but has problems in some areas.
cted range for his age but at the same time is experiencing some difficulties
n symptoms occur in response to the environment and are not as significant
efore any symptom is to be looked at within the total picture.)

ng as would be expected.
t interfere with development in significant areas (Such problems might include
to anyone except his mother, being unable to handle his own and/or others'
peractivity and much impulsiveness, having serious learning difficulties,
ions of feelings.)

t had interfered with his developmental progression but is currently showing

eration the fact that there may be a recent change in the child in the
g a symptom or coping with problems. It includes even children whose
rovided they have recently started to show some progression after having
with for a period. The child might be recovering from a significant
the beginning of nursery school, the illness of a parent, the birth of
the trauma, there may have been some inhibition or regression before the
ng forward again.

Sheet ten -

Ch
Ag
Da

- B. Possible Explanations for 2, 3, or 4. Of the following three explanations, you feel are necessary, and if you circle number 1, underline all the phrases possibilities.)
1. These problems are probably a reaction to a recent or current situation; e.g. separation of parents, death of a significant person, illness of parent or other, birth of a sibling, change of residence, trip, other _____
 2. These problems are probably a direct consequence of the particular group the _____
 3. These problems are part of the child's general behavior pattern.
 4. These problems are due to _____
- C. Recommendations for action by the teacher. (Circle as many numbers as necessary)
1. Providing special consideration for the child, such as the teacher giving him more attention, for him to engage in special activities, providing more opportunities for contact with other children, or in other ways providing a therapeutic experience within the educational setting.
 2. Discussing the child's problems with the parent(s) in the hope that by giving the child's difficulties, the parent(s) would then be able to act in a way to solve the problems.
 3. Putting the child into a different group at school in the hope that moving him to a different group or accentuated the problem would in itself be therapeutic.
 4. Consulting with a mental health person to discuss the child's behavior.
 5. Referring the child to a mental health resource for additional assessment and advice.
 6. Stating that no special action is necessary, if it is expected that the problem is the natural course of development.

Child's name: _____
Age: _____ Sex: _____
Date: _____

2, 3, or 4. Of the following three explanations, circle as many numbers as
and if you circle number 1, underline all the phrases which you think are

only a reaction to a recent or current situation; e.g. starting nursery-school,
death of a significant person, illness of parent or other significant person,
change of residence, trip, other _____.

only a direct consequence of the particular group the child is in at school.

of the child's general behavior pattern.

_____.

on by the teacher. (Circle as many numbers as necessary.)

operation for the child, such as the teacher giving him more individual time, arranging
special activities, providing more opportunities for contact with specific other
persons providing a therapeutic experience within the educational setting.

problems with the parent(s) in the hope that by giving the parent(s) an awareness of
the parent(s) would then be able to act in a way to help the child or to minimize

different group at school in the hope that moving him from a group that precipitated
the problem would in itself be therapeutic.

health person to discuss the child's behavior.

mental health resource for additional assessment and recommendations.

action is necessary, if it is expected that the problem will disappear in the
near future.

Sheet eleven -

Child
Age:
Date:

Profile Over The Year

Year	Grouping of Child (1, 2, 3, 4)	Items that continue to be significant

Child's name: _____
Age: _____ Sex: _____
Date: _____

Profile Over The Year

of Child (3, 4)	Items that continue to be significant	Items that have changed